

A teacher with a vision and school-based assessment

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School based assessment has a major role to play in the education of our children. Children spend the best part of their young lives with teachers and it is through the teacher assessments that we can better understand their capabilities. To rely solely or to a large extent on the one time examinations as is common practice in most countries is to obscure the vision of a teacher and deny them a voice of creativity. The role of school based assessment in the final grading of students in senior secondary schools in Botswana needs to be given an uplifted face. Teachers in senior secondary schools continue to assess students on a day to day basis but the fruits of their hard labour are easily swallowed by the national examinations which are prepared by an external body. This could be due to lack of confidence in the way teachers assess or that the importance of such assessment is not readily seen. In this paper, results of a study in which views of teachers were solicited about the importance of school based assessment in senior secondary schools in the South Central district of Botswana will be shared. Recommendations on what could be done to enhance visibility and usability of school based assessment are presented.